

**College of San Mateo
Official Course Outline**

1. **COURSE ID:** NURS 211 **TITLE:** Introduction to Nursing
Units: 4.5 units **Hours/Semester:** 32.0-36.0 Lecture hours; 120.0-135.0 Lab hours; and 64.0-72.0 Homework hours
Method of Grading: Letter Grade Only
Prerequisite: Admission to the A.S. Degree Nursing Program

2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: CSU

3. **COURSE DESCRIPTIONS:**
Catalog Description:
Human health needs and the principles, facts, concepts and skills basic to nursing care. Supervised learning experiences corresponding with classroom instruction in off-campus health care facilities. (Fall only.)

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
Upon successful completion of this course, a student will meet the following outcomes:
 1. Using the nursing process, students engage in an ongoing evaluation of care delivered and change the plan of care as appropriate.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
Upon successful completion of this course, a student will be able to:
THEORY OBJECTIVES: I. OPERATIONALIZE THE NURSING PROCESS AND USE CRITICAL THINKING SKILLS TO PROMOTE HOMEOSTASIS
 1. Define nursing, nursing process, and nursing diagnosis, health, illness, and homeostasis.
 2. Describe the basic components of the CSM nursing program's philosophy and conceptual model.
 3. State the basic needs as defined by Maslow.
 4. Describe at least two major principles/factors of the wellness-illness continuum and four nursing interventions to assist in the maintenance of homeostasis.
 5. Describe the principles of Standard Precautions and provide at least five examples of how they are implemented.
 6. List two nursing interventions to meet the patient's hygiene and exercise needs.
 7. Identify eight physical and three sociocultural needs of people of all ages, including the older adult.
 8. Identify six safety factors based on the patient's physical environment and discuss their significance for older adults.
 9. Identify physical, psychosocial and cognitive findings in elderly which are modified by sensory deficits and developmental changes and determine which require therapeutic interventions.
 10. Utilize the nursing process to formulate nursing diagnoses for adult and older adult populations in long term care settings.
 11. Develop nursing care plans that provide for identified health needs of patients throughout the life cycle, including the older adult.
 12. Use critical thinking skills when applying nursing process to simulated patient situations.
 13. Identify the appropriate agencies for reporting elder abuse.
 14. Identify at least six examples of practices of medical and surgical asepsis.
 15. Identify principles of nutrition and the assessment of intake and output related to care of the older adult in the long term care setting.
 16. Describe at least four major factors involved in assuming the hospitalized patient role and four nursing interventions to assist the patient to adapt to that role.
 17. Define chronic versus acute illness.**II. ASSUME ROLE AS COMMUNICATOR**
 1. Define the process of communication.
 2. Explain at least five principles of communication.
 3. Cite four examples of therapeutic and four examples of non-therapeutic communication techniques.
 4. Identify special considerations when communicating with the elderly.
 5. Identify the effects of changes in sensory perception in the elderly on communication.
 6. State the purpose of various forms of written communication in the health care setting.

7. List three examples of how the health team communicates with each other.

III. ASSUME ROLE AS A TEACHER

1. Identify possible barriers to learning especially in the older adult.
2. Identify differences in learning needs and teaching approaches for the older adult.

IV. ASSUME ROLE AS A LEADER/MANAGER

1. Identify the role of the nurse in the long term care setting.
2. Implement the role of patient care manager of 1 to 2 patients using effective time management strategies.
3. Describe the RN's role as a leader in the skilled nursing facility and/or long term care.
4. Identify how the RN's role in long term care facilities impacts patient outcomes through the application of the nursing process.

V. ASSUME ROLE AS A MEMBER WITHIN THE PROFESSION OF NURSING

1. Define the patient's Bill of Rights.
2. Discuss the Nurse Practice Act.
3. Discuss the concept of delegation by the RN in the health care setting and the use of unlicensed personnel.
4. Define the ANA Nursing Code of Ethics.
5. Identify common legal terms-malpractice, negligence.
6. List two major nursing organizations.
7. Identify four types of health care agencies.
8. Identify dependent, interdependent and independent nursing functions.
9. Identify ethical and legal issues facing nurses in the care of the older adult.
10. Discuss the role of the nurse as a patient advocate in the long term care setting.

CLINICAL OBJECTIVES: I. OPERATIONALIZE THE NURSING PROCESS AND USE CRITICAL THINKING SKILLS TO PROMOTE HOMEOSTASIS

Collects data from a few sources to identify basic patient needs.

1. Obtains assignment and prepares worksheet appropriately.
2. Defines the diagnosis and lists one to two signs and symptoms for each diagnosis of the assigned patient.
3. Gathers pertinent data from patient, Kardex, report and chart.
4. Applies nursing theory to interpret data correctly.
5. Identifies subjective and objective data.

Assesses Patient Status

1. Uses CSM Nursing Care Worksheet
2. Identifies real/potential threats to homeostasis.
3. Determines the patient's ability to meet his/her basic needs (Maslow's hierarchy of needs), e.g., hygiene, safety, exercise.
4. States 2 nursing diagnoses for each patient in correct format.
5. Delineates outcome criteria for each nursing diagnosis.
6. Completes a functional assessment on an elder or adult in a physical therapy.

Plans, with guidance, standard nursing measures designed to assist adult patients to meet their basic needs and to promote homeostasis.

1. Identifies at least two nursing actions for each nursing diagnosis that will assist in meeting basic needs.
2. Explains to patient the nursing action that will be taken.

Plans, with guidance, standard nursing measures that assist geriatric patients to meet their basic needs and promote homeostasis.

1. Identifies two nursing actions that will assist in meeting basic needs.
2. Verbalizes to instructor two potential threats to homeostasis unique to the geriatric population.

Performs with guidance, basic physical assessment and technical skills safely and correctly, e.g. skin care, R.O.M.

1. Maintains patient safety while performing skills.
2. Gives complete bath and basic hygienic care and makes an unoccupied/occupied bed for one patient.
3. Practices asepsis.
4. Practices proper body mechanics.
5. Takes and records vital signs accurately and in a timely manner.
6. Screens and/or drapes patients for privacy.
7. Positions patients correctly.
8. Demonstrates competency in the physical assessment of a geriatric patient.

Recognize, with guidance, whether nursing intervention met outcome criteria.

1. Identifies rationale for each nursing action.
2. States whether outcome criteria were met on the CSM Daily Care Worksheet and indicates modifications needed.
3. Evaluates effects of nursing care on adult and geriatric patients.

Uses critical thinking skills when applying nursing process to patient situations.

II. ASSUME ROLE AS A COMMUNICATOR

With guidance the student will utilize therapeutic communication skills to facilitate interaction with patients, colleagues and other members of the health care team.

1. Will consistently introduce self & address patient by name.
2. Consistently uses basic therapeutic communication skills.
3. Verbalizes to instructor at least two barriers to communication unique to the geriatric patient.
4. Demonstrates beginning understanding of methods to overcome communication barriers between the geriatric patient and nurse.

Will, on a weekly basis, report and record with guidance, patient assessments, interventions, their effectiveness and any other significant occurrences.

1. Gives brief summary report of pertinent data when leaves unit.
2. Seeks report when returning to unit.
3. Gives once a day complete summary report when leaving unit for the day.
4. Submits charting or practice notes using correct terminology and appropriate agency format.
5. Contributes in conferences.

III. ASSUME ROLE AS A TEACHER

Assess patient's needs for health teaching and confer with instructor or staff to develop appropriate plan of action.

1. Identifies one need for health teaching.
2. Identifies differences in mature adult and geriatric needs for health teaching.
3. Assesses need for simple or repetitive explanation and implements appropriate teaching.
4. Supports and reinforces the teaching plans of others.
5. Develops a health teaching pamphlet for an elder/adult.

IV. ASSUME ROLE AS A LEADER/MANAGER

1. Recognize patient's obvious need for assistance from other health team members and confer with instructor or staff regarding appropriate action.
2. Reports patient's status to team leader.
3. Complete the care for one patient within the assigned clinical time.
4. Identify and describe unique aspects of the role of the RN, LVN & CNA in long term care.
5. Implements care in stressful situations.

V. ASSUME ROLE AS A MEMBER WITHIN THE PROFESSION OF NURSING

Practice within the ethical standard and legal framework with guidance.

1. Maintains patient safety while performing skills.
2. Maintains privacy and confidentiality of patients.
3. With guidance, begins to identify legal & ethical issues in the clinical area.
4. Demonstrates accountability for nursing skills/practice by utilizing direct faculty supervision.

Identify the role of the student nurse in relation to the roles of other members of the health team.

Identify his/her own obvious learning needs and begin to seek needed experiences, with guidance, and begin to use resources for additional learning.

1. Communicates learning goals to instructor.
2. Shares information & experience with classmates & faculty.
3. Performs only those skills that have been presented/demonstrated.

Evaluates learning experiences and assesses his/her own progress with guidance by submitting self-evaluation at midterm & completion of course.

1. Modifies performance based on instructor's feedback and staff feedback.
2. Takes corrective action when in error; reports error to instructor and follows through with appropriate report.

Is accountable for his/her professional behavior.

Is punctual to conferences and with written assignments.

Identify one or more situations where the nurse acted as a patient advocate.

Completes assignment on the professional role of the nurse.

6. COURSE CONTENT:

Lecture Content:

1. Nursing as a profession
2. Health care delivery systems
3. The nursing process
4. Life span concept/the older adult
5. Concepts of wellness, illness, homeostasis, stress, anxiety, & adaptation

6. Nursing and alternative treatment modalities
7. Nurse as a leader/manager and time management
8. Nursing process: Cultural needs
9. Ethical and legal considerations of nursing practice
10. Nursing process: Mobility needs
11. Nursing process: Infection control
12. Nursing process: Safety needs
13. The nurse as communicator
14. Nursing process: Wound healing

Lab Content:

ADL-Bath/Bed/Feeding; Vital Signs; Body Mechanics/Transfer/ROM; Universal Precautions/Isolation; Physical Assessment; Specimen Collection; Enemas; NG Tube Feedings; Kangaroo Pump; Dressing Changes-Dry, and Damp to Dry; Closed Wound Drainage; Jackson Pratt/Hemovac; Wound Care; Intake & Output; Communication Skills; Charting; Pulse Oximeter; Dynamap
Vital Signs and Pulse Oximetry; NG Tube - Insertion, Assessment and Feeding with Feeding Pump; Sterile Gloving; Dressing - Assessment and Changing; Catheterization; Physical Assessment (at Hospital); Blood Glucose Testing; Medication Administration Test; I&O; Enema

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Lab
- C. Discussion
- D. Guest Speakers
- E. Observation and Demonstration
- F. Other (Specify): Critical thinking situations and case studies, lecture and discussion, multimedia instruction and group presentations.

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

Students have to write a summary of their physical assessment findings for each patient cared for and an in depth assessment write-up for their graded assessment patient. In addition there is a graded written paper with a teaching pamphlet for the patient that they have observed with a Rehab therapist. Patient care worksheets are written for each patient cared for in the clinical setting.

Reading Assignments:

Students have required reading assignments in textbooks and current nursing journals.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Work
- B. Exams/Tests
- C. Homework
- D. Lab Activities
- E. Papers
- F. Quizzes
- G. Simulation
- H. Written examination
- I. Exams, written assignments, individual and group oral presentations, clinical evaluation and simulation are used.

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. American Psychological Association. *Publication Manual of the American Psychological Association*, 7th ed. Washington DC: APA Order Department, 2019
- B. Curren, A.. *Dimensional Analysis for Meds*, 5th ed. Clifton Park, NY: Delmar, 2019
- C. Zerwekh, J. & A. Garneau. *Nursing Today - Transitions & Trends*, 10th edition ed. Philadelphia, PA: Elsevier, 2021
- D. Ignatavicius, D. & M. Workman. *Medical-Surgical Nursing: Patient-Centered Collaborative Care*, 10th edition ed. Philadelphia, PA: Elsevier, 2021

- E. Ackley, Ladwig & Makic. *Nursing Diagnosis Handbook*, 12th ed. Philadelphia, PA: Elsevier, 2020
- F. Potter, P., A. Perry, P. Stockert, & A. Hall. *Fundamentals of Nursing*, 10th ed. Philadelphia, PA: Elsevier, 2021
- G. Perry A., P. Potter, & W. Ostendorf. *Clinical Nursing Skills and Techniques*, 10th edition ed. Philadelphia, PA: Elsevier, 2021
- H. Pagana, J., & Pagana, J.. *Mosby's Manual of Diagnostic and Laboratory Tests*, 6th ed. St Louis: Elsevier, 2018

Possible software includes:

- A. Evolve Online Clinical Skills. Elsevier, 2018 ed.
Demo videos, checklist and directions for skills lab and patient procedures.
- B. Sherpath Fundamentals. Elsevier, 2018 ed.
Assignments, lessons with adaptive quizzes, case studies and virtual simulations.

Other:

- A. Nurse Kit I: CSM Bookstore

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Course Originator: Natalie Waechtler